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| **STOCKHAM _CRESTTheme:**  Marvellous Medicine  Term 4  The NHS Rainbow Badge Scheme - BDCT   |  |  | | --- | --- | | **Home learning:** | Maths Questions once weekly.  Reading for raffle prizes – 3 times a week minimum  Spellings homework  Homework choice grid - a minimum of 3 over the Term. |   **Lesson Breadth:** | | | | |
| **As writers:**  Understand the purpose of explanation texts.  Understand the features and style of a non-chronological report.  Engage the reader using a variety of written techniques.  Use the passive form accurately.  Use a range of sentence types  Use a range of punctuation accurately.  Understand the value and use of phrases and use them both to add detail to sentences and to engage the reader further.  Write from a first person narrative using descriptive features effectively to portray and describe emotions and settings.  **Texts:**  **Class reader:** Pig Heart Boy  **Non Fiction:** A short Illustrated History of Medicine | | **As Historians**  Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  Use dates and terms accurately in describing events.  Understand that no single source of evidence gives the full answer to questions about the past.  Use sources of evidence to deduce information about the past.  Use appropriate historical vocabulary to communicate.  • Give a broad overview of life in Britain from ancient until medieval times until the Tudor and Stuarts times and beyond.  • Describe the social, ethnic, cultural or religious diversity of past societies  • Understand the changes within and between time periods.  • Understand how some changes take centuries whilst others are more rapid and give examples with evidence. | **As artists**  Name a significant period in history where artists have been interested in anatomy.  Summarise why artistic representation of anatomy has been considered important throughout history.  Use appropriate shapes needed to build bodies.  Use several different techniques to refine sketching.  Experiment with the correct proportions.  Explore shading techniques. | **As scientists:**  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  Build on learning about the main body parts and internal organs to explore and answers questions that help to understand how the circulatory system enables the body to function.  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  Describe the ways in which nutrients and water are transported within animals, including humans. |
| **As readers:**  Understand and explore the meaning of words in context.  Ask questions to improve understanding  Draw inferences.  Make predictions from what is stated and implied.  Summarise ideas.  Justify ideas  Participate in book talk.  Discuss and evaluate how writers use language, considering the impact on the reader.  Compare and contrast ideas accurately.  **Texts:** Pig Heart Boy  Voices in the park.  A short Illustrated History of Medicine | | **As computer Experts:**  Understand what it means to be a digital citizen.  Explain the difference between private and personal information.  Explain why it is risky to share private information online.  Identify the reasons why people share information about themselves online  Choose what information about themselves is safe to share online.  Create an interactive computer program that expresses who they are with text and custom images. | **As musicians:**  To identify and move to the pulse with ease.  To think about the message of songs.  Identify how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music  Identify different ways of writing music down – e.g. staff notation, symbols  Identify the notes C, D, E, F, G, A, B + C on the treble stave  Recognise that composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure  Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. | A**s citizens (PSHCE):**  I can take responsibility for my health and make choices that benefit my health and well-being.  I know about different types of drugs and their uses and their effects on the body particularly the liver and heart.  I understand that some people can be exploited and made to do things that are against the law.  I know why some people join gangs and the risks this involves.  I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. |
| **Being physically active:**  To use the correct technique in a variety of circuit exercises aimed to strengthen the core muscles  To understand the core muscles of the body and their importance  To use the correct technique in a variety of circuit exercises and improve on previous results  To understand the importance of cardiovascular training  **Our PE days are:** Monday and Tuesday | | **As Mathematicians:**  Geometry: Properties of shapes.  Geometry: Position and direction  Fractions, decimals and percentages. | **Religious Education:**  Understand what Christians believe happened at Easter.  Know that the crucifixion and resurrection events are the heart of the Christian gospel.  Identify with some of the different characters mentioned in the Easter stories and their beliefs about Jesus. | **As linguists (French):**  Use a variety of weather phrases in French and respond to the question *quel temps fait-il?*  Use prepositions to talk about the weather in different parts of the country.  Extend sentences with conjunctions  Speak more confidently in French through the creation of a weather report role play |
| **Key Vocabulary:** | Cyberbullying, digital citizen, up stander, hardwired, personal information, private information, register (online), core muscles, cardiovascular, proportions, dissection, anatomist, cadaver, physician, generalisation, bloody pressure, circulatory system, heart, veins, arteries, capillaries, nutrients, transportation, artefact, decade, century, hypothesis, reliable, culture, analyse, diversity, continuity, change, influential, advancements, | | | |

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| **Curriculum Drivers:** | **Curiosity:** | **Knowledge of the wider world:** | **Aspirations:** |
| How has medicine changed throughout time?  What was life like in the past?  How can I lead a healthy life style?  What could affect my health? | Understanding of the NHS and what that means for me. Understanding of changes in social history and medical breakthroughs to lead to the world I live in today.  Understanding of peer pressure and strategies to manage this? | Introduction of job opportunities in the medical profession.  How can I lead a healthy, active lifestyle to benefit my future? |